DOCUMENT RESUME

ED 450 412 CS 217 460

AUTHOR	Zucker, Iris D.
TITLE	Writing Women in Modern China: Five Standards Based Lessons.
INSTITUTION	American Forum for Global Education, New York, NY.
PUB DATE	2000-00-00
NOTE	16p.; The American Forum for Global Education, 120 Wall St., Suite 2600, New York, NY 10005; Fax 212-624-1412.
AVAILABLE FROM	For full text: http://www.globaled.org/curriculum/china/99_zucker.html.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Chinese Culture; Class Activities; Critical Thinking; *English Instruction; Foreign Countries; High Schools; Learning Activities; Lesson Plans; *Literary Devices
IDENTIFIERS	Active Readers; *Chinese Literature; Response to Literature; Standards for the English Language Arts; Women in Literature; *Womens Literature

ABSTRACT

This packet contains five standards-based lessons, intended to be used at the high school level in English language arts and/or English-as-a-Second-Language advanced-level classes. Each of the five lessons has a series of vocabulary, active reading, critical thinking, and interpreting activities, and each lesson gives explicit teaching procedures. The texts chosen for the lessons should be taken from "Writing Women in Modern China: An Anthology of Women's Literature from the Early Twentieth Century" (edited by Amy D. Dooling and Kristina M. Torgeson), Columbia University Press, 1998. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 450 412

Writing Women in Modern China

Five Standards Based Lessons

Iris D. Zucker

The American Forum for Global Education
120 Wall Street, Suite 2600
New York, NY 10005
Fax: (212) 624-1412

2000

www.globaled.org

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 217 460

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
A.F. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

INTRODUCTION

"With all my heart I beseech and beg my twenty million female compatriots to assume their responsibility as citizens. Arise! Arise! Chinese women arise!"

Qiu Jin (1875-1907) ***Stories of the Jinguei Bird.***

The text chosen for the lessons should be taken from the following collection of Chinese Women's literature:

> ***Writing women in modern china***: an anthology of women's literature from the early twentieth century / edited by Amy D. Dooling and Kristina M. Torgeson; Columbia University Press, 1998.

This packet contains five standards-based lessons, intended to be used at the high school level in English Language Arts and/or English as a Second Language advanced-level classes. Each of the five lessons has a series of vocabulary, active reading, critical thinking, and interpreting.

"A Sleepless Night"
by Xiao Hong

"I never did have a 'home'."

VOCABULARY

1. **agitate:** (v) to throw into violent motion; to stir-up; to disturb, excite, upset
2. **irritate:** (v) to excite to anger; to annoy
3. **nauseate:** (v) to loath; to fill with disgust

PROCEDURE

Before reading "A Sleepless Night," teacher will highlight vocabulary from the selection for students to define (teacher's choice regarding definitions: context clues; dictionary look-up, etc.)

"A Sleepless Night" will be read by students (class level should dictate reading style: vocal round-robin style for less proficient readers, individual silent reading for more proficient readers.)

After initial reading of "A Sleepless Night," students will be asked to summarize the selection (teacher's choice regarding summaries -- verbal and/or written)

Students will proceed to answer a series of questions pertaining to "A Sleepless Night." Questions will be a mixture of critical thinking, and interpreting.

After all the questions have been answered and discussed in class, students will be involved in a series of writing exercises based on "A Sleepless Night" -- gathering opinions and sharing them with the class.

Lastly, students will be involved in a creative expansion activity based on their interpretation of the speaker's feelings in "A Sleepless Night."

QUESTIONS

Critical Thinking

1. How does the speaker feel as autumn approaches? Why?
2. Why is the speaker so ambivalent toward her "homeland" in Manchuria?
3. Explain the speaker's statement that she and her husband "tell stories to themselves, not to each other."

Interpreting

4. Explain and connect the following quote to the feelings of the speaker: "...Every place will be unfamiliar to me, and wherever we end up stopping, the home will always belong to strangers."
5. Why does the speaker say that she "never did have a home"? What and/or where is home to/for the speaker?

WRITING

Extended Interpretation

In writing, describe the speaker in this short essay. Include in your response the following questions: Is the speaker justified in feeling the way she does? What factors cause the speaker to feel isolated, lost, sad? How does the speaker view her homeland?

What is the speaker's relationships with her homeland? How does the relationship affect the speaker?

ACTIVITIES & EXPLORATIONS

Collage of Images and Text

Using photos, drawings, or other images, and text from the short autobiographical essay, create a collage that captures the speaker's feelings in "A Sleepless Night." Students will present their work to the class. Teachers might want to decorate the classroom with students art work.

"Lin Nan's Diary"

by Shi Pingmei

"A drunkard's thoughts are never on the cup."

VOCABULARY

1. **anguish:** (n) acute pain of body or mind; grief; moral torment
2. **chasm:** (n) a deep opening in the earth; a cleft
3. **demeanor:** (n) behavior; conduct
4. **diligent:** (a) steady, constant in application
5. **drone:** (v) to speak or sing in a monotone
6. **languish:** (v) to droop with weariness; to pine or suffer
7. **nuisance:** (n) something offensive or annoying; a troublesome person; a pest
8. **oppressive:** (a) unreasonably burdensome; hard to bear
9. **permeate:** (v) to penetrate and pass through; to saturate
10. **quell:** (v) to subdue; to put down; to suppress forcibly
11. **resentment:** (n) a deep sense of anger, indignation
12. **stifling:** (a) airless; close
13. **superficial:** (a) on surface; not deep; shallow; understanding only what is obvious
14. **transfix:** (v) to astonish; to stun

PROCEDURE

Before reading "Lin Nan's Diary," teacher will highlight vocabulary from the selection for students to define (teacher's choice regarding definitions: context clues; dictionary look-up, etc.)

"Lin Nan's Diary" will be read by students (class level should dictate reading style: vocal round-robin style for less proficient readers, individual silent reading for more proficient readers.)

After initial reading of "Lin Nan's Diary," students will be asked to summarize the selection (teacher's choice regarding summaries -- verbal and/or written)

Students will proceed to answer a series of questions pertaining to "Lin Nan's Diary." Questions will be a mixture of active reading (reread parts of the selection to uncover the answers), critical thinking, and interpreting.

After all the questions have been answered and discussed in class, students will be involved in a series of writing exercises based on the text -- gathering opinions and sharing them with the class.

Lastly, students will be involved in a creative expansion activity based on their interpretation of the diarist's feelings and situation in "Lin Nan's Diary."

QUESTIONS

Active Reading

1. What specifically happened between Lin and the narrator?
2. Who is returning home?
3. How long was the person gone and for what reason was the person gone?

Critical Thinking

4. Describe Xiu Qin's character? How different is she from the narrator?
5. What is the connection between Lin and Miss Qian?
6. When the narrator asked Lin if anything was wrong, Lin replied, "Nothing is wrong, stop worrying." Why did Lin's response anger the narrator?

Interpreting

7. Interpret: "A drunkard's thoughts are never on the cup." (p.125)
8. Reread Lin Nan's August 15th diary entry. Explain why she feels as she does. Cite examples from the reading selection to demonstrate the connection to the text.

WRITING

Extended Interpretations

1. In writing, answer the following question: What do you like or dislike or wonder about "Lin Nan's Diary"? Share your response with the class.

2. In writing, describe the speaker in this diary entry. Include in your response the following questions: Is the diarist justified in feeling the way she does? What factors cause the diarist to feel isolated, angry, frustrated, sad? How does the diarist view herself? What is the diarist's relationships with the other characters and how do these relationships affect the diarist?

ACTIVITIES & EXPLORATIONS

Collage of Images and Text

Using photos, drawings, or other images, and text from the diary entry, create a collage that captures the diarist's feelings, situation in "Lin Nan's Diary." Students will present their work to the class. Teachers might want to decorate the classroom with students art work.

"News form the Seashore -- A Letter to Shi Pingmei"

by Lu Yin

VOCABULARY

1. **benevolent:** (a) of a kindly nature
2. **contentedly:** (a) satisfaction; pleasure; ease of mind
3. **discord:** (n) lack of harmony; strife
4. **disenchanted:** (v) to be disillusioned
5. **dishearten:** (v) to deprive of courage, confidence, or hope; to depress
6. **enshroud:** (v) to shroud; to hide from view
7. **fabricate:** (v) to fake; to concoct
8. **impinge:** (v) to infringe
9. **utopia:** (n) any ideal state, system, or a way of life; ideally perfect but impractical

PROCEDURE

Before reading "News from the Seashore -- A Letter to Shi Pingmei," teacher will highlight vocabulary from the selection for students to define (teacher's choice regarding definitions: context clues; dictionary look-up, etc.)

"News from the Seashore -- A Letter to Shi Pingmei" will be read by students (class level should dictate reading style: vocal round-robin style for less proficient readers, individual silent reading for more proficient readers.)

After initial reading of "News from the Seashore -- A Letter to Shi Pingmei," students will be asked to summarize the selection (teacher's choice regarding summaries -- verbal and/or written)

Students will proceed to answer a series of questions pertaining to "News from the Seashore -- A Letter to Shi Pingmei." Questions will be a mixture of active reading (reread parts of the selection to uncover the answers), critical thinking, and interpreting.

After all the questions have been answered and discussed in class, students will be involved in a writing exercise based on the text -- gathering opinions and sharing them with the class.

QUESTIONS

Active Reading

1. What prompted Lusha to write to her old friend, Bowei?
2. What did Bowei's "compassion and good intentions" do for Lusha's spirit?
3. What does Lusha both thank Bowei and blame her for in her letter?
4. What did Bowei's talk of the past do for Lusha?

Critical Thinking

5. Lusha tells of a walk through the park with her friend Bowei and coming upon a bed of chrysanthemums. How does Bowei use the chrysanthemums as a symbol to represent Lusha?
6. Lusha states that "earthy matters amount to little more than sacrificial straw dogs." Explain what Lusha means with her statement.
7. Why does Lusha describe herself as a "disenchanted soul lost in utopia"?

Interpreting

8. Interpret and connect the following quote to this reading selection: "People find the blind pitiful because they are unable to see, but in fact, those who see are as pitiful as a mute who eats bitter medicine yet is unable t complain!"
9. Explain what Lusha mean when she states, "Just consider my words as you would a bad dream, and do not let my intolerable ranting tarnish your lively heart!"

WRITING

Chart and Essay

Bowei and Lusha see the world differently. Have students consider the two character's ideas about the world. Have students develop those ideas in an essay that contrasts Bowei's view of the world (the ideal -- utopia) with Lusha's view of the world (the real -- disenchanted). To help students generate ideas for their essay, have students complete the following chart in class as a brainstorming activity.

Ways of Viewing the World

Bowei's View	Lusha's View

"Aunty Liu"

by Luo Shu

"...I wish her well, for she understands life."

VOCABULARY

1. **crudely:** (adv) in a natural or raw state; unripe; rough; unfinished
2. **dismiss:** (v) to send away; to disperse; to allow to go
3. **loathsome:** (a) repugnant; disgust
4. **persuade:** (v) to influence by argument
5. **reserved:** (a) kept back; retained; self-restrained
6. **scrutinize:** (v) to examine critically
7. **surreptitiously:** (adv) secretive; under cover; furtive
8. **unsettle:** (v) to move or loosen from a fixed position; to make restless

PROCEDURE

Before reading "Aunty Liu," teacher will highlight vocabulary from the selection for students to define (teacher's choice regarding definitions: context clues, dictionary look-up, etc.)

"Aunty Liu" will be read by students (class level should dictate reading style: vocal round-robin style for less proficient readers, individual silent reading for more proficient readers.)

After initial reading of "Aunty Liu," students will be asked to summarize the selection, verbally.

Students will proceed to answer a series of questions pertaining to "Aunty Liu." Questions will be a mixture of active reading (reread parts of the selection to uncover the answers), critical thinking, and interpreting.

After all questions have been answered and discussed in class, students will begin to create a graphic organizer to help them sequence the events, or the plot, of "Aunty Liu," a genre chart to help them plan their essay, and finally an essay discussing the genre of "Aunty Liu."

QUESTIONS

Active Reading

1. Describe the protagonist of the story, Aunty Liu.
2. How had Aunty Liu changed?

3. According to the mother, why did she dismiss Aunty Liu? Why was the daughter shocked by her mother's bluntness?
4. What was the mother shaking, tauntingly, in front of Aunty Liu saying, "I know this is what you really love"?
5. What is Aunty Liu's story?
6. After Aunty Liu was dismissed from working for the family, how did she express her freedom "from the rules that had been binding her for the past three years"?

Critical Thinking

7. Does the narrator blame her mother for Aunty Liu's fate? Explain.
8. Explain the kind of life in marriage Aunty Liu had/has.

Interpreting

9. The ending of the story has the narrator stating, "I believe she (Aunty Liu) is still alive today and I wish her well, for she understands life." Discuss how Aunty Liu "understands life."

WRITING

Graphic Organizer, Genre Planner, and Essay

As students reread the story, they will consider the following five questions:

- What conflict or problem does the main character have?
- What events lead up to the climax, or high point, of the conflict?
- When does the conflict occur?
- What events move the conflict toward a resolution?
- How, if at all, is the conflict finally resolved?

Based on the following plot line explanation, students will complete the graphic organizer (attached) which will help them segment the sequence of events, or plot, of "Aunty Liu":

Plot

The **plot line** has five parts. The **exposition** introduces the main character in the story, the setting, and the conflict or problem the main character faces. The **rising action** includes the steps taken to solve the conflict and the events that make solving the problem difficult. These actions and events build up to the **climax,** or high point, in the story. The **falling action** includes the events that lead toward resolving the conflict. The final **resolution** usually occurs at the story's end.

After students have completed the graphic organizer, they are ready to move to a planning exercise which will help them develop their ideas for their upcoming essay even further.

This planning exercise will focus on **genre**.

Teachers will explain the following elements of **genre** to their students:

> Most stories can be classified into types, or **genres**. Each literary group has certain elements. Some examples of genre are science fiction, fantasy, mystery, etc. Prompt students to discuss and understand the **genre** that they believe "Aunty Liu" belongs.

After **genre** is thoroughly understood by students, students will proceed to complete a **genre chart** (attached), which will help them plan what they will discuss in their upcoming essay. Students will use their completed **genre chart** as a guide for creating their essay.

Students will use the above mentioned completed **genre chart** and **graphic organizer** to develop an essay based on the following topic:

Essay Topic

Write an essay describing the genre of "Aunty Liu." List at least three characteristics of the story that fit the genre. Provide specific examples from the story to support your classification.

GENRE CHART
"Aunty Liu"

Directions: Complete this genre chart to plan what you will say in your essay. You will use this chart as a guide for writing your essay.

"Aunty Liu" is a (state what kind of story it is) _____
_____
_____.

Characteristics of "Aunty Liu"	**Examples from "Aunty Liu"**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Conclusion: _____
_____
_____
_____
_____
_____
_____

"After Victory"

by Lu Yin

"The courtyard is square and neat, like a piece of dried tofu...."

VOCABULARY

1. **aspiration:** (n) to desire with eagerness; to strive towards something higher
2. **ennui:** (n) boredom; listlessness due to lack of energy
3. **insipid:** (a) deficient in spirit, life, or animation
4. **lethargic:** (a) drowsy; apathetic
5. **mediocre:** (a) neither good nor bad; second rate

PROCEDURE

Before reading "After Victory," teacher will highlight vocabulary from the selection for students to define (teacher's choice regarding definitions: context clues; dictionary look-up, etc.)

"After Victory" will be read by students (class level should dictate reading style: vocal round-robin style for less proficient readers, individual silent reading for more proficient readers.)

After initial reading of "After Victory," students will be asked to summarize the selection (teacher's choice regarding summaries -- verbal and/or written)

Students will proceed to answer a series of questions pertaining to "After Victory." Questions will be a mixture of active reading (reread parts of the selection to uncover the answers), critical thinking, and interpreting.

After all questions have been answered and discussed in class, students will create a T-Chart which they will use to compare and contrast the group of friends lives, in the selection, "before victory" and "after victory."

After students have created their T-Charts, they will write a comparative/contrastive essay based on the gathered information in their T-Chart.

QUESTIONS

Active Reading

1. Summarize the story Qinzhi tells her friend Quionfang in the letter?
2. According to Qinzhi, her friend Xiaoyu is feeling nostalgic about the past, troubled by the present, and fearful of the future. Why does Xiaoyu feel as she does?

3. Xiaoyu is not the only one who has grown nostalgic for her past, Qinzhi has too. Explain why Qinzhi feels as she does.
4. Another friend in the "After Victory" circle is Wengi. Discuss Wengi's story/predicament.
5. Lengxiu is another friend in the "After Victory" circle. Discuss why Qinzhi classifies her as "even more pitiful than the rest of us."

Critical Thinking

6. Discuss how does the opening setting (page 143) reflect Qionfang's feelings.
7. In the letter written to Qionfang, Qinzhi writes that she "mourns for the past." Why?
8. Explain the connection the title, "After Victory," and the meaning behind it, has on the friends' lives.
9. What is meant by "before victory" and "after victory"?
10. Discuss the differences within the friends' lives "before victory" and "after victory." Was life "after victory" what they expected? Explain.

Interpreting

11. Qinzhi states that all the friends of her youth are pitiful. Why?
12. On page 156, Qinzhi writes: "My days pass so slowly, and I can hardly console myself any longer. Lost in thought in this isolated room, I feel as if I'm drifting away." Explain the cause behind Qinzhi's thoughts/feelings.
13. After Qionfang finishes reading Qinzhi's letter she ends with the following statement, "This is all there is to life after victory." Discuss Qionfang's reaction to Qinzhi's letter.

WRITING

T-Chart and Essay

The small circle of friends in the selection, similarly segment their lives into two parts: "before victory" and "after victory". Have students consider each character's story and help them create a T-Chart comparing and contrasting the friends' lives during the colorful "before victory" time and the monochromic "after victory" time. Students will then develop the information gathered in the T-Chart into an essay, in which they compare and contrast the friends' lives "before victory" and "after victory." To help students generate ideas for their essay, have them complete the following T-Chart in class as a brainstorming activity.

T-CHART

Before Victory	*After Victory*